

Engagement: Homework Not Done



STEPS
SUPERVISION TO ENHANCE
PRACTICE STUDY | WASHINGTON

BEHAVIORAL REHEARSAL GUIDELINES

Shannon Dorsey, PhD | University of Washington | dorsey2@uw.edu

Remember approximately 5-10 minutes. Do not review the goals of the behavioral rehearsal task with the clinician. This is meant to provide an estimate of clinician fidelity for this component. Do not interrupt the therapists rehearsing to provide feedback. After the rehearsal, provide feedback on strengths and needed improvements. I

CHOICE

The therapist can practice with either the child or caregiver. Choose based on either a) your experience with the clinician's skill or b) clinician's thoughts about which behavioral rehearsal would be most helpful to practice in advance of the next session.

PROMPT FOR THERAPIST

The child and/or caregiver did not complete their most recent homework assignment/at-home practice. Please show me how you would address this in the following session. Begin the role-play by asking how the homework went.

SUPERVISOR INSTRUCTIONS

Play the caregiver or child, who has not followed through on homework for one or more of the following reasons (select based on your knowledge of the case and/or what you think would be most helpful to practice):

- Did not understand the homework.
- Unforeseen obstacles or difficulties.
- Not sufficiently prepared to use the skill.
- Did not buy into the rationale for/importance of this skill.
- Held a different view of what is needed to address the target problem.
- Cultural beliefs not consistent with the skill.
- Lost materials needed for the task.
- Simply forgot.

EXPECTATIONS

- Normalizes difficulty completing homework**
- * **Explores (non-judgmentally) what may have interfered** (e.g., "What do you think got in the way?" "Sometimes people get home and think the practice may not be that helpful" "Maybe this idea didn't feel like it fit for your family/parenting style?")
- * If appropriate, **modifies homework task** to improve it or address concerns
- * **Reassigns and/or completes task together** in session, as appropriate
- * Makes sure client **understands the rationale** for the homework task, clarifying as appropriate
- * **Clearly specifies the task and collaboratively plans for completion** (who, what, where, when, how long...)
- * **Problem-solves any obstacles/challenges**, making sure client is fully prepared to follow through ("From 0 to 10, how likely are you to actually do it this week? Why aren't you a 10? What would make you a 10?")
- Identifies facilitators/things that promote follow through** (e.g., parental involvement, reminders, written homework tracking sheet, reward for completing)
- Uses motivational strategies** (e.g., elicits or reflects from client some reasons they might want to through: "What are the possible benefits of trying this?")

Engagement: Homework Not Done



BEHAVIORAL REHEARSAL GUIDELINES

Shannon Dorsey, PhD | University of Washington | dorsey2@uw.edu

FEEDBACK	
Strengths (Adherence & Skill)	
Areas to Improve (Adherence & Skill)	

OTHER TOPICS OR COMMON CHALLENGES YOU MIGHT WANT TO DISCUSS WITH THE CLINICIAN...

- What factors might interfere with engagement or participation for this case, in the clinician's view?
- Is the parent bought into treatment?
- What is the main issue with not completing homework, in the clinicians' opinion? Is it buy-in to treatment or lack of time/forgetting homework (but caregiver agrees it IS important/worthwhile)?
- How consistently has the clinician been assigning homework?
- Does the clinician ALWAYS REVIEW any homework they assign?
- Are assignments reasonable in their scope and client effort required?
- Are assignments targeting important skills the child/caregiver needs to develop, related to TF-CBT components?
- For this clinician, what components are most challenging in terms of developing homework assignments or getting follow-through?